**Grades K-12**

**School Library**

**Student Growth Model Materials**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research all year long. Therefore, we need to guide and support students in the research process beginning in kindergarten. It is necessary to scaffold the teaching and learning of research, so that by grade 12 students can independently participate in research projects.**

**REQUIRED & SELECTED**

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information. | | | | | |
|  | **4**  **There is evidence the student effectively:** | **3**  **There is some evidence the student:** | **2**  **There is limited evidence the student:** | **1**  **There is little evidence the student:** | **0**  **There is no evidence the student:** |
| **1.1.1** | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. |
| **2.1.1** | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. |
| **3.1.1** | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. |
| **2.1.2** | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. |
| **1.3.3** | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**REQUIRED School Library DPAS II Rubric**

* First Point In Time Date: \_\_\_\_\_\_\_\_\_\_
* Second Point In Time Date: \_\_\_\_\_\_\_\_\_\_

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* First Point In Time Date: \_\_\_\_\_\_\_\_\_\_
* Second Point In Time Date: \_\_\_\_\_\_\_\_\_\_

**SELECTED School Library DPAS II Rubric**

**Check the 5 of the 10 performance measures your LEA has chosen to implement.**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SELECTED PERFORMANCE MEASURES**  There must be evidence for 5.of the 10 selected performance measures | | | | | |
|  | 4  There is evidence the student effectively: | 3  There is some evidence the student: | 2  There is limited evidence the student: | 1  There is little evidence the student: | 0  There is no evidence the student: |
| **\_\_1.1.4** | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. |
| **\_\_1.15** | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. |
| **\_\_1.1.6** | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |
| **\_\_1.1.7** | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| **\_\_1.4.1** | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. |
| **\_\_2.2.1** | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |
| **\_\_2.4.1** | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). |
| **\_\_3.1.3** | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. |
| **\_\_3.1.4** | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess |
| **\_\_4.3.2** | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**School Library**

**Performance Measures for Student Growth**

**DPAS II Performance Measures Addressed**

|  |
| --- |
| **Required** **Performance Measures addressed**:  **1.1.1** Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  **2.1.1** Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  **3.1.1** Students will complete the inquiry based research process by demonstrating new understandings.  **2.1.2** Students will organize information so it makes sense to self and others.  **1.3.3** Follow ethical and legal guidelines in gathering and using information.  **Selected** **Performance Measures addressed(indicate the 5 chosen by LEA):**  \_\_\_\_\_**1.1.4** - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_**1.1.5** - Evaluate information found in selected sources.  \_\_\_\_\_**1.1.6** - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_**1.1.7** - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_**1.4.1** – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_**2.2.1** – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_**2.4.1** - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_**3.1.3** – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_**3.1.4** – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_**4.3.2** – Recognize that resources are created for a variety of purposes. |

**Student**

**Data and Evidence Collection**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | | **Target Score** | |
|  | Required= | Total= | | Required= | Total= |
| Selected= | Selected= |
|  | Required= | Total= | | Required= | Total= |
| Selected= | Selected= |
|  | Required= | Total= | | Required= | Total= |
| Selected= | Selected= |
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|  | Required= | Total= | | Required= | Total= |
| Selected= | Selected= |
| Selected= | Selected= |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  **Total points for each**  **student**  **\_\_\_\_\_\_\_\_\_\_\_\_ ÷**  **Number of students**  **\_\_\_\_\_\_\_\_\_\_\_\_ =**  **\_\_\_\_\_\_\_\_\_\_\_\_** | | **Target Average Score**  **Total points for each**  **student**  **\_\_\_\_\_\_\_\_\_\_\_\_ ÷**  **Number of students**  **\_\_\_\_\_\_\_\_\_\_\_\_ =**  **\_\_\_\_\_\_\_\_\_\_\_\_** | | **Increase is demonstrated by comparing session one to session two.**  **Increase =**  **\_\_\_\_\_\_\_\_\_\_\_\_** |

**Grades K-2 REQUIRED**

**Student Research Graphic Organizer #1**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year.  This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin to independently participate in research projects.

**EQ: How can I use research to help me learn and share new information?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Draw a picture or write about your research topic.** | **Draw a picture or write what you already know about your research topic?** |
| **As you complete the graphic organizer, think about…**   1. What source will have the answers? 2. What source can I use to find what I need? 3. Where can I find the sources? 4. Where can I find what information I need? | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Titles** | **Facts** | **What information is new to you?** | **How helpful was this source?** |
| **Source 1** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf  **\*Circle the type of source** |  |  | **☺**  **Just Ok**  **☹** |
| **Source 2** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf  **\*Circle the type of source** |  |  | **☺**  **Just Ok**  **☹** |
| **Source 3** | **\***  C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf  **\*Circle the type of source** |  |  | **☺**  **Just Ok**  **☹** |

|  |
| --- |
| **As you complete the graphic organizer, think about…**   1. How can I share what I have learned? 2. What can I make to finish the job? |
| **Draw or write about the new information you learned from your sources.** |

|  |  |
| --- | --- |
| **Citations** | |
| **Source 1** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Title of Source** |  |
| **Source 2** |  |
| **Author Last Name** |  |
| **Author’s First Name** |  |
| **Title of Source** |  |
| **Source 3** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Title of Source** |  |

**Grades K-2**

**REQUIRED**

**Student Research**

**Graphic Organizer #2**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin to independently participate in research projects.

**EQ: How can I use research to help me learn and share new information?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).** | |
| **Draw a picture or write about your research topic.** | **Draw a picture or write what you already know about your research topic?** |

**As you complete the graphic organizer, think about…**

1. What source will have the answers?
2. What source can I use to find what I need?
3. Where can I find the sources?
4. Where can I find what information I need?

**Source 2**

**\*Circle the type of source**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf

**Source 1**

**\*Circle the type of source**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf

**Draw a picture or write FACT 1**

**Draw a picture or write FACT 1**

**Draw a picture or write FACT 3**

**Draw a picture or write FACT 3**

**Draw a picture or write FACT 2**

**Draw a picture or write FACT 2**

Topic

Draw or write about the new information you learned from your sources?

How helpful was this source? Circle your answer.

**☺ Just Ok ☹**

Why or why not?

How helpful was this source? Circle your answer.

**☺ Just Ok ☹**

Why or why not?

|  |  |
| --- | --- |
| **Citations** | |
| **Source 1** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Source**  **\*Circle the type of source** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf |
| **Source 2** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Source**  **\*Circle the type of source** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf |

**Grades K-2**

**Selected**

**Student Research**

**Graphic Organizers**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin to independently participate in research projects.

**What Can I Find Out?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Use this tool to help you as you locate information to answer your question.**

|  |  |
| --- | --- |
| If this question requires, | Then I might try this type of source: |
| The newest information (Up-To-Date) | http://www.valuemags.com/images/magazine/ngworld.jpg http://darrenslaughter.com/wp-content/uploads/2010/07/contractor-advertising-newspaper.jpg http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Magazine Newspaper Online UDLib/SEARCH Interview |
| Information from the past (Historical) | http://2.bp.blogspot.com/-mluFtmFIlak/T2oVv1YtxmI/AAAAAAAAAW4/oqiDDAO9V6I/s1600/EncyclopediaBritannica.jpg C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].png http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Reference Nonfiction Online UDLib/SEARCH Interview |
| Specific information (In-Depth) | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].png http://www.valuemags.com/images/magazine/ngworld.jpg http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Nonfiction Magazine Online UDLib/SEARCH) Interview |
| First-hand information | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].png http://www.booksshouldbefree.com/image/detail/Autobiography-of-Benjamin-Franklin.jpg http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Nonfiction Autobiography Online UDLib/SEARCH Interview |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My research question is:**

**Source 2**

**\*Circle the type of source**

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**Source 1**

**\*Circle the type of source**

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Topic

v

What is my plan for sharing this new information I learned?

How helpful was this source? Circle your answer.

**☺**

**Just Ok**

**☹**

How helpful was this source? Circle your answer.

**☺**

**Just Ok**

**☹**

Why or why not?

How did the information help me answer my question?

How did the information help me answer my question?

What information did I find?

What information did I find?

Why did I choose this source?

Why did I choose this source?

**Compare and Contrast Literary Text Characters**

**Character 1**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Character 2**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Draw or write one thing that makes the characters different.**

**Draw or write one thing that makes the characters different.**

**Draw or write one thing that makes the characters different.**

**Draw or write what makes the characters the same.**

**Draw or write one thing that makes the characters different.**

**RESEARCH WITH A PURPOSE**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source #1 | Yes or No  Circle | Draw, write, or explain how you know… | **Will you:**  http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  **Use**  **Trash**  **Change**  **the information found?** | Explain to the librarian why you would use, trash or change the information found?  (librarian’s approval) |
| Criteria |
| The information in this source helped me find the information I need. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The information is new (up-to-date). | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The information is real or author’s thoughts (fact or opinion). | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| There is a reason(s) why the author wrote this information (purpose or point of view). | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The information in this source is important to your topic. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The author is an expert on this topic. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The source gave you a big idea in relation to the topic. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |

**Evaluating My Research**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  | **How am I doing? (To be completed by the researcher)** | **How do I think you are doing? (To be completed by the librarian)** |
| I found information to help me answer the research question. **Circle one** | **Yes No** |  |
| What did I do well? |  |  |
| What will I do differently next time? |  |  |
| What was my favorite part of the research? |  |  |
| What grade would I give myself and why? |  |  |

**Grades 3-5**

**REQUIRED**

**Student Research**

**Graphic Organizer #1**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 3-5 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can progress towards independently completing research projects.

**EQ: How can I use research to build and present information?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| * **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).** |

**TOPIC**

**What do I know?**

**What do I wonder?**

|  |
| --- |
| **As you complete the graphic organizer, think about…**   1. What source will have the answers? 2. What source can I use to find what I need? 3. Where can I find the sources? 4. Where can I find what information I need? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Source Title** | **Fact(s) from your note taking device.** | **What information is new to you?** | **How helpful was this source?**  **☺**  **Just Ok**  **☹** |
| **Book**  **URL**  **Interview** | **Why or why not?** |
| **Source Title** | **Fact(s) from your note taking device.** | **What information is new to you?** | **How helpful was this source?**  **☺**  **Just Ok**  **☹** |
| **Book**  **URL**  **Interview** | **Why or why not?** |
| **Source Title** | **Fact(s) from your note taking device.** | **What information is new to you?** | **How helpful was this source?**  **☺**  **Just Ok**  **☹** |
| **Book**  **URL**  **Interview** | **Why or why not?** |
| **As you complete the graphic organizer, think about…**   1. How can I organize what I have learned to best share with others? 2. How will I share my research with others? | | | |

**Suggested product/outcome choices which show the information learned in the research process. Check the one you will use:**

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_Power Point | \_\_\_\_Web 2.0  (i.e. Digital Story, Wiki) | \_\_\_\_Skit | \_\_\_\_Performance |
| \_\_\_\_Picture Book | \_\_\_\_Comic Strip | \_\_\_\_Publication | \_\_\_\_Written Response |
| \_\_\_\_Video | \_\_\_\_Illustrations/Poster | \_\_\_\_Game | \_\_\_\_Oral Presentation |

How will you introduce what you have learned?

Last important information I want to share?

Next important information I want to share.

First important information I want to share.

How will you close your presentation?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book(one author)** | | | **Book(one author)** | |
| Author’s Last Name, First Name | |  | Author’s Last Name, First Name |  |
| Title of Book | |  | Title of Book |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Magazine Article** | | | **Magazine Article** | |
| Title of Article | |  | Title of Article |  |
| Name of Magazine | |  | Name of Magazine |  |
| Author’s Last Name, First Name (if available) | |  | Author’s Last Name, First Name (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Encyclopedia Article** | |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name | |  | Author’s Last name, First Name |  |
| Title of Article | |  | Title of Article |  |
| Name of Encyclopedia | |  | Name of Encyclopedia |  |
| Editor of Encyclopedia (if available) | |  | Editor of Encyclopedia (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| **Database** | | | **Database** | |
| Author’s Last name, First Name |  | | Author’s Last name, First Name |  |
| Title of Article or Book |  | | Title of Article or Book |  |
| Title of Publication |  | | Title of Publication |  |
| Date of Publication |  | | Date of Publication |  |
| Date of Access |  | | Date of Access |  |
| Publisher |  | | Publisher |  |
| **Website** | | | **Website** | |
| Author’s Last Name, First Name |  | | Author’s Last Name, First Name |  |
| Title of Web Page |  | | Title of Web Page |  |
| Title of Website (if different) |  | | Title of Website (if different) |  |
| Publisher of Website |  | | Publisher of Website |  |
| URL |  | | URL |  |
| Last updated Date |  | | Last updated Date |  |
| Retrieval Date |  | | Retrieval Date |  |
| **Interview** | | | **Interview** | |
| Person |  | | Person |  |
| Person who conducted the interview |  | | Person who conducted the interview |  |
| Type of interview  (i.e. face to face, phone) |  | | Type of interview  (i.e. face to face, phone) |  |
| Location of interview |  | | Location of interview |  |
| Date of interview |  | | Date of interview |  |

**Grades 3-5**

**REQUIRED**

**Student Research**

**Graphic Organizer #2**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 3-5 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can progress towards independently completing research projects.

**EQ: How can I use research to build and present information?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| * **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**   **Topic:** |

**Ideas/things I want to know more about:**

**What I want to know (questions I have):**

**1.**

**2.**

**3.**

**1.**

**2.**

**3.**

|  |
| --- |
| **As you complete the graphic organizer, think about…**   1. What source will have the answers? 2. What source can I use to find what I need? 3. Where can I find the sources? 4. Where can I find what information I need? |

|  |  |  |
| --- | --- | --- |
| **Type of Source** | **Information Found**  **\*Did you find information new to you?** | **Which sources were the most helpful? Why?** |
| **Books**  **1.**  **2.**  **3.** |
| **Websites**  **1.**  **2.**  **3.** |
| **UDLib/SEARCH**  **1.**  **2.**  **3.** |
| **Multimedia**  **1.**  **2.**  **3.** | **Which sources were not very helpful? Why?** |
| **Graphs and Charts**  **1.**  **2.**  **3.** |
| **Maps and Diagrams**  **1.**  **2.**  **3.** |

|  |
| --- |
| **As you complete the graphic organizer, think about…**   1. How can I organize what I have learned to best share with others? 2. How will I share my research with others? |

**Suggested product/outcome choices which show the information learned in the research process. Check the one you will use:**

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_Power Point | \_\_\_\_Web 2.0  (i.e. Digital Story, Wiki) | \_\_\_\_Skit | \_\_\_\_Performance |
| \_\_\_\_Picture Book | \_\_\_\_Comic Strip | \_\_\_\_Publication | \_\_\_\_Written Response |
| \_\_\_\_Video | \_\_\_\_Illustrations/Poster | \_\_\_\_Game | \_\_\_\_Oral Presentation |

How will you introduce what you have learned?

Last important information I want to share?

Next important information I want to share.

First important information I want to share.

How will you close your presentation?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book(one author)** | | | **Book(one author)** | |
| Author’s Last Name, First Name | |  | Author’s Last Name, First Name |  |
| Title of Book | |  | Title of Book |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Magazine Article** | | | **Magazine Article** | |
| Title of Article | |  | Title of Article |  |
| Name of Magazine | |  | Name of Magazine |  |
| Author’s Last Name, First Name (if available) | |  | Author’s Last Name, First Name (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Encyclopedia Article** | |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name | |  | Author’s Last name, First Name |  |
| Title of Article | |  | Title of Article |  |
| Name of Encyclopedia | |  | Name of Encyclopedia |  |
| Editor of Encyclopedia (if available) | |  | Editor of Encyclopedia (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| **Database** | | | **Database** | |
| Author’s Last name, First Name |  | | Author’s Last name, First Name |  |
| Title of Article or Book |  | | Title of Article or Book |  |
| Title of Publication |  | | Title of Publication |  |
| Date of Publication |  | | Date of Publication |  |
| Date of Access |  | | Date of Access |  |
| Publisher |  | | Publisher |  |
| **Website** | | | **Website** | |
| Author’s Last Name, First Name |  | | Author’s Last Name, First Name |  |
| Title of Web Page |  | | Title of Web Page |  |
| Title of Website (if different) |  | | Title of Website (if different) |  |
| Publisher of Website |  | | Publisher of Website |  |
| URL |  | | URL |  |
| Last updated Date |  | | Last updated Date |  |
| Retrieval Date |  | | Retrieval Date |  |
| **Interview** | | | **Interview** | |
| Person |  | | Person |  |
| Person who conducted the interview |  | | Person who conducted the interview |  |
| Type of interview  (i.e. face to face, phone) |  | | Type of interview  (i.e. face to face, phone) |  |
| Location of interview |  | | Location of interview |  |
| Date of interview |  | | Date of interview |  |

**Grades 3-5 SELECTED**

**Student Research Graphic Organizers**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades 3-5 need to participate in research and writing projects throughout the year. This means scaffolding the teaching and learning of research so that students can progress towards independently completing research projects.

**What Can I Find Out?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Use this tool to help you as you locate information to answer your question.**

|  |  |
| --- | --- |
| If this question requires, | Then I might try this type of source: |
| The most up-to-date information | Magazine, newspaper, website almanac (UDLib/SEARCH), interview |
| Historical information | Reference, nonfiction, biography, online primary (UDLib/SEARCH), interview |
| Background or summary information | General encyclopedia (UDLib/SEARCH), interview |
| Very specific or in-depth information | Reference, nonfiction, magazine, website, database (UDLib/SEARCH), interview |
| First-hand information | Nonfiction, autobiography, online primary sources (UDLib/SEARCH) |

|  |  |  |  |
| --- | --- | --- | --- |
| Where did I find the information to answer the question? ( 1.1.4) | * Why did I choose this source? * Was this information found helpful to me? (4.3.2 ) | What did the information tell me to answer my question? (1.1.6 ) | What is the best way you can share this information with others? (3.1.3 and 3.1.4) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Compare/Contrast The Characters**

What is different?

What is different?

What is different?

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Similarities**

What is different?

What is different?

**RESEARCH WITH A PURPOSE**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*If applicable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source #1 | Circle your answer | Evidence | Will you **use, trash, or change** the information found? Circle | Explain why you will **use, trash** or **change** this information. |
| Criteria |
| Does the information in this source help me find the information I need? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the information current? | * Yes * No * I’m not sure | When was the information written? | * Use * Trash * Change |  |
| Is the information provided fact or opinion? | * Fact * Opinion * I’m not sure |  | * Use * Trash * Change |  |
| Does this source give conflicting information? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the information from a primary or secondary source? | * Primary * Secondary * I’m not sure |  | * Use * Trash * Change |  |
| Is the information provided biased?\* | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is there a particular point of view?\* | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the information in this source related to your topic? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the author an expert on this topic? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Does the source give you a big idea in relation to the topic? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |

**Evaluating My Research**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Student Performance** | **How do I know?** | **How can I do better?** |
| (1.1.4) I was able to locate and select appropriate sources to answer questions. |  |  |
| (1.1.5) I was able to evaluate information found in selected sources. |  |  |
| (1.1.6) I was able to read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |  |  |
| (1.1.7) I was able to make sense of information gathered from diverse sources by identifying facts and details that support main ideas, conflicting information, and point of view or bias. |  |  |
| (2.4.1) I was able to determine how to act on information (use, trash, change). |  |  |
| (2.2.1) I demonstrated flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions could not be drawn. |  |  |
| (3.1.3) I was able to use writing and speaking skills to communicate new understandings effectively. |  |  |
| (3.1.4) I was able to use technology and other information tools to organize and display knowledge and understanding in ways that others could view, use, and assess. |  |  |

**Grades 6-12**

**REQUIRED**

**Student Research Graphic Organizer #1**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can independently participate in research projects.

**EQ: How can I use research to build and present knowledge?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**

**As you complete the graphic organizer…**

1. **Determine a purpose and need for information—What am I supposed to do?**
2. **Write what you already know about your research topic.**
3. **Decide what questions you have about your topic?**

**Seeking Information**

What exactly I want to know (questions that I have):

Ideas/things that I want to know more about:

**Learning Log for Reflective Notetaking**

|  |  |
| --- | --- |
| **Information Found** | **Reactions and New Understandings** |
| Learning logs can be used any time you are responsible for writing down information from your sources.  Write the information found in your own words. Share your reactions and new understandings. | New understandings can include:   * Personal comments or feelings about the information * Challenges to the text (bias) * Questions for further research * Notes about organization * Connections to previous knowledge |
| **Question(s):** | |
| **Information Found** | **Reactions and New Understandings** |
|  |  |

**As you complete this section Think about:**

**How will I integrate the research information I find? How will I Integrate information from a variety of sources?**

**USING BACKGROUND INFORMATION TO BRAINSTORM IDEAS**

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

**As you complete this section Think about:**

**How will I show my results? How will I present information learned in a coherent manner that is appropriate to the task and the audience?**

**Notetaking Grid**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Source** | **Information** | **Key Words** | **Information in my own words** |
| **Key Question:** |  |  |  |  |
| **Key Question:** |  |  |  |  |

**As you complete this section think about…**

**How will I give credit to my sources in my final product or performance?**

**Works cited Worksheet**

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, [www.easybib.com](http://www.easybib.com); [www.bibme.org](http://www.bibme.org); or [www.workscited4u.com](http://www.workscited4u.com)).

|  |  |  |  |
| --- | --- | --- | --- |
| **Book(one author)** | | **Book(one author)** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Book |  | Title of Book |  |
| City of Publication |  | City of Publication |  |
| Publisher |  | Publisher |  |
| Copyright Year |  | Copyright Year |  |
| **Magazine Article** | | **Magazine Article** | |
| Title of Article |  | Title of Article |  |
| Name of Magazine |  | Name of Magazine |  |
| Author’s Last name, First Name  (if available) |  | Author’s Last name, First Name  (if available) |  |
| Volume, Pages |  | Volume, Pages |  |
| City of Publication |  | City of Publication |  |
| Publisher |  | Publisher |  |
| Copyright Year |  | Copyright Year |  |
| **Encyclopedia Article** |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name |  | Author’s Last name, First Name |  |
| Title of Article |  | Title of Article |  |
| Name of Encyclopedia |  | Name of Encyclopedia |  |
| Editor of Encyclopedia  (if available) |  | Editor of Encyclopedia  (if available) |  |
| Volume, Pages |  | Volume, Pages |  |
| City of Publication |  | City of Publication |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Database** | | **Database** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Article or Book |  | Title of Article or Book |  |
| Title of Publication |  | Title of Publication |  |
| Date of Publication |  | Date of Publication |  |
| Date of Access |  | Date of Access |  |
| Publisher |  | Publisher |  |
| **Website** | | **Website** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Web Page |  | Title of Web Page |  |
| Title of Website (if different) |  | Title of Website (if different) |  |
| Publisher of Website |  | Publisher of Website |  |
| URL |  | URL |  |
| Last updated Date |  | Last updated Date |  |
| Retrieval Date |  | Retrieval Date |  |
| **Interview** | | **Interview** | |
| Person |  | Person |  |
| Person who conducted the interview |  | Person who conducted the interview |  |
| Type of interview (i.e. face to face, phone) |  | Type of interview (i.e. face to face, phone) |  |
| Location of interview |  | Location of interview |  |
| Date of interview |  | Date of interview |  |

**Grades 6-12 REQUIRED**

**Student Research Graphic Organizer #2**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can independently participate in research projects.

**EQ: How can I use research to build and present knowledge?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**As you complete this section…**

1. **Determine a purpose and need for information—What am I supposed to do?**
2. **Write what you already know about your research topic.**
3. **Decide what questions you have about your topic.**

**Connecting Ideas to Own Interests**

**What do I want to find out?**

**What do I want to find out?**

**What do**

**TOPIC**

**What do I want to find out?**

**What do I want to find out?**

**Source Comparison**

|  |  |  |
| --- | --- | --- |
| **SOURCE:** | **SOURCE:** | **SOURCE:** |
| **Viewpoint:** *What is the perspective of the author or publisher?* | **Viewpoint:** *What is the perspective of the author or publisher?* | **Viewpoint:** *What is the perspective of the author or publisher?* |
| **Authority:** *Why can we believe this source?* | **Authority:** *Why can we believe this source?* | **Authority:** *Why can we believe this source?* |
| **Accuracy:** *How up-to-date and accurate is the source?* | **Accuracy:** *How up-to-date and accurate is the source?* | **Accuracy:** *How up-to-date and accurate is the source?* |
| **Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?* | **Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?* | **Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?* |
| **Notes:** *What are special features about this source?* | **Notes:** *What are special features about this source?* | **Notes:** *What are special features about this source?* |

**As you complete this section think about…**

**How will I integrate the research information I find? How will I integrate information from a variety of sources?**

**SUMMARIZING THE IMPORTANT IDEAS**

**Important**

**Idea**

**Important**

**Idea**

**Important**

**Idea**

**Important**

**Idea**

**SUMMARY:**

**As you complete this section think about…**

**What product will I create to demonstrate what I have learned? How will I organize the information I gather in order to develop a product? How will I present the information I learned in a coherent manner that is appropriate to the task and the audience?**

**Who Is The Audience?**

**What evidence will the audience find interesting?**

**The format and length that will be most effective for this audience: Why?**

**Special features I should include (e.g., sound, visuals, charts, oral presentations)**

**As you complete this section think about…**

**How will I give credit to my sources in my final product or performance?**

**Works Cited Worksheet**

To generate a works cited, capture the following information for different types of sources. Then you may use a free online citation generator to format the entry (for example, [www.easybib.com](http://www.easybib.com); [www.bibme.org](http://www.bibme.org); or [www.workscited4u.com](http://www.workscited4u.com)).

|  |  |  |  |
| --- | --- | --- | --- |
| **Book(one author)** | | **Book(one author)** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Book |  | Title of Book |  |
| City of Publication |  | City of Publication |  |
| Publisher |  | Publisher |  |
| Copyright Year |  | Copyright Year |  |
| **Magazine Article** | | **Magazine Article** | |
| Title of Article |  | Title of Article |  |
| Name of Magazine |  | Name of Magazine |  |
| Author’s Last name, First Name (if available) |  | Author’s Last name, First Name  (if available) |  |
| Volume, Pages |  | Volume, Pages |  |
| City of Publication |  | City of Publication |  |
| Publisher |  | Publisher |  |
| Copyright Year |  | Copyright Year |  |
| **Encyclopedia Article** |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name |  | Author’s Last name, First Name |  |
| Title of Article |  | Title of Article |  |
| Name of Encyclopedia |  | Name of Encyclopedia |  |
| Editor of Encyclopedia  (if available) |  | Editor of Encyclopedia  (if available) |  |
| Volume, Pages |  | Volume, Pages |  |
| City of Publication |  | City of Publication |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Database** | | **Database** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Article or Book |  | Title of Article or Book |  |
| Title of Publication |  | Title of Publication |  |
| Date of Publication |  | Date of Publication |  |
| Date of Access |  | Date of Access |  |
| Publisher |  | Publisher |  |
| **Website** | | **Website** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Web Page |  | Title of Web Page |  |
| Title of Website (if different) |  | Title of Website (if different) |  |
| Publisher of Website |  | Publisher of Website |  |
| URL |  | URL |  |
| Last updated Date |  | Last updated Date |  |
| Retrieval Date |  | Retrieval Date |  |
| **Interview** | | **Interview** | |
| Person |  | Person |  |
| Person who conducted the interview |  | Person who conducted the interview |  |
| Type of interview (i.e. face to face, phone) |  | Type of interview (i.e. face to face, phone) |  |
| Location of interview |  | Location of interview |  |
| Date of interview |  | Date of interview |  |

**Grades 6-12 SELECTED**

**Student Research Graphic Organizers**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year. This means scaffolding the teaching and learning of research so that students can independently participate in research projects.

**What Can I Find Out?**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Use this tool to help you as you locate information to answer your question.**

|  |  |
| --- | --- |
| If this question requires, | Then I might try this type of source: |
| The most up-to-date information | Magazine, newspaper, website almanac (UDLib/SEARCH), interview |
| Historical information | Reference, nonfiction, biography, online primary (UDLib/SEARCH), interview |
| Background or summary information | General encyclopedia (UDLib/SEARCH), interview |
| Very specific or in-depth information | Reference, nonfiction, magazine, website, database (UDLib/SEARCH), interview |
| First-hand information | Nonfiction, autobiography, online primary sources (UDLib/SEARCH) |

|  |  |  |  |
| --- | --- | --- | --- |
| Question: | | | |
| Where did I find the information to answer the question? | * Why did I choose this source? * Was this information found helpful to me? | What did the information tell me to answer my question? | What is the best way you can share this information with others? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Character Compare and Contrast

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Question:

What did I find about the characters made them different?

What did I find about the characters that made them similar?

Answer/Summary:

**RESEARCH WITH A PURPOSE**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*If applicable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source #1 | Circle Your Answer | Evidence | Will you **accept, reject or modify** the information found? Circle | Explain why you accept, reject or will modify this information. |
| Criteria |
| Does the information in this source help me find the information I need? | * Yes * No |  | * Accept * Reject * Modify |  |
| Is the information current? | * Yes * No | When was the information written? | * Accept * Reject * Modify |  |
| Is the information provided fact or opinion? | * Fact * Opinion |  | * Accept * Reject * Modify |  |
| Does this source give conflicting information? | * Yes * No |  | * Accept * Reject * Modify |  |
| Is the information from a primary or secondary source? | * Primary * Secondary |  | * Accept * Reject * Modify |  |
| Is the information provided biased?\* | * Yes * No |  | * Accept * Reject * Modify |  |
| Is there a particular point of view?\* | * Yes * No |  | * Accept * Reject * Modify |  |
| Is the information in this source related to your topic? | * Yes * No |  | * Accept * Reject * Modify |  |
| Does the author have the authority to provide this information? | * Yes * No |  | * Accept * Reject * Modify |  |
| Does the resource provide a comprehensive overview? | * Yes * No |  | * Accept * Reject * Modify |  |

**Evaluating My Research**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Student Performance** | **Provide Evidence To Support Answer** |
| I was able to locate and select appropriate sources to answer questions. |  |
| I was able to evaluate information found in selected sources. |  |
| I was able to read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |  |
| I was able to make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |  |
| I was able to determine how to act on information (accept, reject, modify). |  |
| I demonstrated flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions could not be drawn. |  |
| I was able to use writing and speaking skills to communicate new understandings effectively. |  |
| I was able to use technology and other information tools to organize and display knowledge and understanding in ways that others could view, use, and assess. |  |